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The public elementary school had become the ideal center for community education in Flint. It was the practical place for carrying the constantly changing activities and programs of the community. The approach used to facilitate human understanding and interaction included, first, getting the people into the schools, where they became interested. Next they became involved in school-community affairs and activities; and finally, as responsible citizens, they became informed about local issues and community problems. Some of the programs described included the community recreation program which involved baseball, basketball, football, and gymnastics. Also described were the programs serving youth, including the Mott Camp, clubs for teenage girls, and the Big Brother program.							
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*Mott
Program*

THE FLINT COMMUNITY SCHOOL PROGRAM

An Overview

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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THE FLINT COMMUNITY SCHOOL PROGRAM

An Overview

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**"My ambition is to make Flint the most desirable place
in the world to live. We can't change the climate, the
geography--but we can change the condition of our lives.**

**"Accomplishing this in Flint isn't the final thing. Our
target is the world."**

--- Charles Stewart Mott

February 27, 1962

..... INTRODUCTION

Here is one school. A school, like all schools, giving the promise of knowledge, the lure of wisdom...but a school offering much more.

This is a school whose doors swing open to the community. It invites people before and after regular school hours, and houses their pursuits for education and understanding all year long.

Its lighted windows beckon to all. It throbs with the vitality of the child, the urgent ambition of youth, the persistent strength of the adult, the cordial wisdom of the aged.

This school is a friendly place.

This school grows strong with the support of those it serves. It is the light of education, beaming to greater achievements.

It is the center of the community, the hub of cooperative efforts. This school offers hope, whatever the challenge.

This is a community school.

I. 1.

..... A CONCEPT

Our forefathers wisely established the public school as the bulwark of our democratic society. The community school strengthens this foundation by rallying the support of all citizens, providing continuing education and services, and seeking the cooperative solution to individual and community problems.

The community school becomes a "different" school. It breathes with warmth and understanding, politeness and purpose. In curriculum, recreation, adult education, health, social and cultural experiences, it relates to all citizens--regardless of age, race, creed or status.

As a neighborhood center, the community school is a common meeting ground where living and learning join forces.

I. 2.

..... A FOUNDATION'S PHILOSOPHY

To achieve a greater understanding among men.

This is the goal of the Charles Stewart Mott Foundation, the only private philanthropical foundation providing aid to a public school system.

Established by Charles Stewart Mott--philanthropist, industrialist, civic leader and noted benefactor of education--to support religious, educational, health and recreational activities for the public benefit, the Mott Foundation has become a tradition and byword with thousands of Flint, Michigan citizens.

A partner with the Flint Board of Education, the Mott Foundation operates as the Mott Program in nearly 50 public schools. These community education centers--elementary through junior college--create increased opportunities for all persons, stimulate community improvement programs throughout the city.

The Mott Foundation provides annual grants to the Flint Board of Education. At the request of the Board, the funds serve to:

1. Make possible experimental pilot programs in education, community improvement, without using tax monies. Once these pilot programs prove beneficial, they are taken over by other agencies or supported by regular school taxes.
2. Establish and sustain special community school programs and services.

These include: adult education offerings of more than 1,200 classes, youth service, enrichment classes; a school-community health program including the Mott Children's Health Center and Mott Dental Clinic; a community-wide recreation program; summer recreation program, Mott Camp, Stepping Stones Club and other youth programs; a retraining program and other cooperative programs to improve the Flint community; varied community activities for families, all citizens, at each community school.

I. 3.

..... A COMMUNITY CENTER

The public elementary school has become the ideal center for community education in Flint. It is the practical "track" for carrying the constantly changing "trains" of activities and programs that circle in and out of the community, enriching the lives of young and old.

This "track" provides opportunities to individuals representing all facets of society. It takes individuals into new vistas of learning, helps them to know other persons and their problems. It is a means for communication, for getting neighbors, school personnel, civic, business and lay leaders together to broaden educational objectives, to improve their neighborhoods, to cooperatively tackle community problems.

Through far-sighted leadership of the Flint Board of Education, the public elementary school serves as the ideal community center:

1. The public school has played a traditional role of common denominator in our society. Today it is an institution truly representative of all classes, creeds, colors.
2. The physical plants of schools, representing a huge community investment of tax dollars, are ideally suited for community education, recreation and other services. Their use avoids costly duplication of facilities.
3. Public schools are geographically located to serve as natural, accessible neighborhood centers for democratic action. Every man, woman and child lives a short distance from a public school.
4. If experimental programs can be proved feasible within a public school system, the transition from private support is relatively easy.

I. 4.

..... A NEED AND DESTINY

The giant, metal-crushing plants were idle in Flint during the depression 1930's. So were the school gymnasiums--empty and vacant outside regular school hours. Unrest, bewilderment and frustration gripped the industrial auto city, and youth ran wild, reckless, without purpose.

Two persons were concerned as Flint's juvenile delinquency rate spiraled upward. Both were alarmed at the waste of youth. One, a vigorous industrialist with a distinguished record of public service, showed keen interest in boys' activities. The other looked with concern at the locked lonely schools, the vacant playgrounds. He saw in them the mecca for solving the chaos of wasted youth.

Charles Stewart Mott--industrialist, pioneer of the auto industry and dedicated to community betterment--listened intently as a sincere young man talked about the tragic plight of Flint's youngsters. Frank J. Manley, Director of Physical Education for the Flint Public Schools, was possessed with a vision.

The man who became known as Mr. Flint invited Manley to a tennis match.

"What do you think about Boys Clubs?" asked Mr. Mott one sunny afternoon on the tennis court.

"I think they're fine, but why not use the 35 we already have?" answered Manley.

On this summer day in 1935, across a faded tennis net, the faiths and concerns of two men joined hands with reality.

The community school was born.

I. 5.

..... A SEARCHING

It took more than acceptance by the Flint Board of Education, more than the first Mott Foundation grant of \$6,000 to transform five school buildings into community education centers.

But with enthusiasm and the leadership of Frank Manley's fledgling staff, the program was launched. Basically planned for recreational activities that fall of 1935, the beginning program took on future significance with a search for the peoples' wants.

Under Manley's guidance, the directors stepped into the neighborhoods and met the folks they wanted to serve. They learned what activities the children and adults were interested in. Committees were formed to offer suggestions.

The five programs were varied in the five schools. This principle of developing community school programs and activities in accordance with the peoples' wants and needs has continued to be fundamental in the Flint program.

The results were electrifying. Empty gymnasiums soon echoed with happy, playful sounds. Baseball teams sprang to life on the dusty playgrounds. Hobby clubs attracted mothers, dads, older citizens. Soon, youngsters were playing in a variety of sports. Large-scale play activities with fun for all, colorful parades, and community affairs--singing, dramatics, sewing groups, various clubs--all these and more were involving children and adults.

The popular response was immediate and enthusiastic. The people wanted more. In 1936 the program was expanded to 15 public schools--again based on the wishes of the people, and the advice of citizen committees.

I. 6.

..... A RECOGNITION

A ball and bat do not solve all the problems of youth. This was verified early in the community school beginning programs.

There are important matters of health, family, home and community relations, parental interest, neighborhoods, attitudes toward school and learning, unemployment, transient populations--all the social forces that shape a growing personality and character.

The development of the community school activities followed these shadows. A vigorous health program was launched--from care of infants, immunizations, to specialized programs of service such as the Mott Children's Health Center and Dental Clinic.

But fundamental in the shaping of all programs was the concern for need and volunteer assistance from individuals. The varied programs and activities that today comprise the total Flint Community Education Program stem from a basic recognition that education must be continuing for all citizens.

The opportunities afforded individuals in the adult education classes, retraining and improvement of family living programs; the teen clubs and special youth enrichment classes; the experimental programs in elementary, secondary classrooms, and the varied cooperative community-school programs all attest to a recognition that every person has a right to develop educationally, socially, culturally--to the maximum of his potential abilities.

I. 7.

..... A BEGINNING

A dynamic, clear-cut illustration of how a school and community join forces to become a center--a community school--is the remarkable story of Fairview Elementary School.

The conditions in 1947 were not good in the Fairview neighborhood. The brown-red building stood alone, surrounded by crowded houses on the soot-strewn edge of the auto factories' roaring production lines. The dingy environment was reflected in the classrooms.

Teachers, concerned with the children's lack of attention, discovered that many came to school without breakfast, hungry and undernourished.

The school staff, drawing upon the resources of the Mott Program, made personal home calls. They discovered firsthand about housing, unemployment, economic conditions, the educational and social backgrounds and interests of the people in the Fairview community.

I. 8.

..... A PILOT PROGRAM

Armed with determination and neighborhood information, a pilot program was worked out. Parents--mothers, didn't know in some cases how to prepare hot breakfasts. They were invited to help out in a breakfast program to meet the needs. A basement storage area was cleaned, painted, transformed into a bright kitchen-community room.

The mothers took turns coming to school to prepare breakfasts--they learned, with the youngsters, about nutrition. More important, they learned that they were welcomed in "their" school.

The interest broadened into other areas. Twenty clubs were organized; consultants in special fields aided with their knowledge. The Adult Education Program sparked further interest, involving more persons in the area.

Classroom grades improved. The percentage of "health-guarded" (free from correctable medical and dental defects) children leaped from 11.5 to 57.5. The educational climate changed and teaching became more effective.

Fairview School took on new meanings for the people. It became a **COMMUNITY SCHOOL.**

I. 9.

..... A CENTER FOR ACTION

A lonely individual, man is a mite against the vast cosmos of our industrial, space-rocked society.

The guy next door, and his friends and neighbors, have personal problems. He has individual concerns..he has responsibilities as a parent, a citizen, a member of society.

A community school is located as an ideal center for democratic action. By involving the people, it links leadership and common goals to work on all types of problems. The sharing of ideas goes well with the physical sharing of plant facilities. The school's staff is trained to help provide leadership, experiences and skills.

Every community, small hamlet or metropolis, faces problems of a community nature. There also are major problems faced by every community in varying degree--juvenile delinquency, mental illness, crime, social problems of broken marriages, homes, social health, educational failures, prejudices.

I. 10.

..... A NEED FOR UNDERSTANDING

The community school provides a built-in solution to combating these problems. A practical, workable formula has been produced through experience and insight by Frank J. Manley, Director of the Mott Program, Flint Board of Education. It is based on the belief that people, if properly guided and informed, have the resources and potential at their fingertips to improve their lives and communities.

Before individuals can work together on common problems, they must first learn to UNDERSTAND one another. Manley cites 4 BARRIERS to this realization:

1. IGNORANCE ----- failure to learn in any area. Not limited by education or status.
2. INDIFFERENCE--- unconcern about other persons, local problems, community.
3. INERTIA ----- letting someone else do it, apathy, unwillingness to be bothered.
4. INTOLERANCE --- blind prejudice, lack of understanding.

I. 11.

..... A SOLUTION FORMULA

There's no limit to what people might accomplish through democratic effort. There are unimaginable goals for folks in every community if they would see the need for using their potential resources cooperatively, educationally.

This belief by Frank Manley is a cornerstone of the Flint community school program. But how do you get educators, civic leaders, parents, to realize that there is a fertile bond between education and the improvement of living?

Through the quarter-century of growth in the community school involvement, there has developed a corresponding formula to tackle the barriers of human understanding and interaction. These 4 I's are:

1. IN ----- first you get the people in their schools. Offer them what they want.
2. INTERESTED -- they then become interested--in the school, their neighbors, educational, community problems.
3. INVOLVED ---- they want to work on the problems, volunteer their service, become active in community councils, evaluation, advisory committees, service work for improving safety, health, education. They become involved in school-community affairs and activities.
4. INFORMED ---- this is a prime, long-term goal of community education. As responsible citizens, they must become informed about local issues, community problems.

II.

..... INTRODUCTION - THE ULTIMATE

This then is the ultimate goal. An informed public. A total community whose citizens act democratically, wisely, usefully, for the common good.

The changing forces, the record-shattering crush of advancements in modern living demand an increasingly informed public. Such was the visioned Democracy of Thomas Jefferson. Such is the ultimate hope of those who believe in community education.

Creative leadership needs informed citizens.

II. 1.

..... THE COMMUNITY SCHOOL

Involves People

The small schoolhouse was a true community center in the early days of America. It served as the center of learning, government, culture and social living. The schoolhouse "doings" were of interest and involved all persons in the community.

Today's schoolhouse, the public community school, captures again these poignant qualities established by our forefathers. The community school INVOLVES people, stimulates their desire to serve the school and community.

Under the leadership of the community school director, citizens pool their talents and resources to solve problems, working together for increased understanding, improved education and better communities.

Citizen Leadership

A Community School Council provides the democratic structure for relating school, students and community into an action organization. The Council is made up of the community school director, principal, and a member from each group or organization that uses the school (Men's Club, Women's Club, Teen Club, Child Study, PTA and others).

The Council may rally support of these organizations to transform scrubby land into a busy park, or raise money through a carnival for special use by the school. The members may seek assistance from the local City Commissioner to correct a drain problem, or conduct a local public forum series to increase public understanding of local affairs.

Person-to-Person Contact

Also important to a Community School operation is person-to-person contact...or communications. This function, in addition to the community director's contact with citizens, is provided by advisory committees. They help to evaluate, plan and suggest programs and to develop a better community for young and old.

A Community School Program involves parents not only in cooperative school programs like health testing and adult education classes, but also in the classroom. Many citizens help youngsters to understand about foreign nations, special businesses, and some parents make teacher aids or provide other services. Parents in band and orchestra organizations raise money for instruments, uniforms or otherwise contribute to the community music program. Active parents support and strengthen the school system.

II. 2.

..... THE SCHOOL PROGRAM

Nurtures Growth

The community school helps children to grow. Through associations with other students and adults, the child in a community school is exposed to new and challenging avenues of life. Adults with unknown potential or meaningful insights may include the community school director, the coach, lay volunteers helping with special programs, adult education or enrichment teachers (often regular staff teachers), businessmen and civic leaders, and the entire complex of adults who are active in the schools.

Children also learn to associate in groups, participate in constructive, socially beneficial activities. These may include puppetry, dramatics, Sunrise Singers, the various clubs--science, music, shop, as well as group play in the gymnasium, the playground. There also are more special "memberships" for youngsters requiring improvement in either social skills or learning--a Bachelor's Club at one school to help boys learn to get along together and work productively, Reading for Fun, Arithmetic for Fun, and other groups involved directly with curriculum needs.

More Cooperation

The Community School fosters the cooperative involvement of Boy Scouts, Girl Scouts, Brownies and Cubs, through free use of facilities. Shared progress with parochial students helps to build understanding.

A chief source of healthy growth remains the recreational activities offered youth year-round in the community schools. The teaching of sportsmanship, sense of fair play and competitive striving to do one's best are hand-in-hand with the athletic opportunities such as the Flint Olympian Games, summer day camps and other sport-play activities.

Serves The Family

Not enough can be said about the family involvement in school functions. In modern society with its stresses and strains, the full use of facilities enables family members to have fun together. Family swims, roller-skating, as well as ready access to libraries, the music and art programs are just a few of the activities with special significance for the family.

II. 3.

..... THE KEY

Community School Director

A community school program links together the school, its staff and facilities and the community and people it serves. The COMMUNITY SCHOOL DIRECTOR is a staff member who has the responsibility for organizing and directing the program.

He organizes educational, recreational, cultural and social activities that meet the needs and wants of the children, youth and adults in his community. He gets people IN the schools, provides with their help a program to keep them INTERESTED, seeks to INVOLVE them in the total welfare of the community. He then influences them to become INFORMED citizens.

The Community School Director, a member of the school staff, teaches afternoon classes, usually physical education. After the regular school classes, he is in charge of the building, organizes and directs the late afternoon and evening, Saturday and summer programs.

Knows The Community

He works cooperatively with his school principal, teachers, administrative staff, Mott Program staff and individuals and organizations in his community. He knows his community, surveys its needs, resources. He constantly evaluates his program to fit changing needs, seeks volunteers, tests new ideas, searches for leaders, counsels and helps children, works with staff to carry out experimental projects in education and community improvement.

Leadership Race

Since every program and activity requires effective leadership, a post-graduate inservice training program has been designed. Directors and other staff sharpen their educational insights and leadership abilities through cooperative graduate work with Eastern Michigan University, Michigan State University, the University of Michigan, and the University of Chicago.

The Community School Director is the key to community leadership, to the cooperative spirit of the program. He is the creative leader.

II. 4.

..... THE USE

Benefits To Taxpayers

A community school provides for maximum use of plant facilities as well as staff personnel.

The Flint Board of Education's year-round use of school buildings gives the taxpayer more for his money. Of course, the big dividend is the total benefit of improved education and community.

By combining facilities for community use with instructional use, the total needs of all persons are best served. The first elementary building designed as a community school incorporated this type of planning. It was so enthusiastically received by the public that other neighborhoods demanded similar facilities. As a result, the Flint Board of Education approved community school additions for many buildings, and modernized others.

Facilities For All

The community-type facilities include a Community Room for use by all the organizations and groups that use the school. These groups raise money to furnish and equip the room which soon becomes the valuable center of activity. A large gymnasium is included. The gym floors are used for roller skating and other family, group activities such as volleyball for Men's, Women's Clubs, as well as instruction purposes. An auditorium is another facility that shares popularity with community and classroom. Many adult education classes are held in these areas, in classrooms, shops and even storage areas.

The Boy Scouts, Girl Scouts and other organizations thrive with the available facilities offered them in the community schools. Cooperation with many city parochial schools enables a sharing of gymnasiums and generates a friendly spirit that stimulates understanding.

A Reservoir

Every community school draws upon the resources of that area. Classroom instruction, special activities are vitalized by this virtually untapped reservoir of cooperative strength for the total educational program. Each school cooperates in many ways with local agencies, government, service and social clubs, to name just a few. This cooperation results in benefits to all citizens, creating a friendlier, stronger city.

III. INTRODUCTION - THE PROGRAM SERVICES

Each of the nearly 50 Community Education centers touches the lives of thousands of persons making up the crosspatch pattern of school districts.

Most of these beehives of human interaction are elementary schools. But junior, senior high schools and a community junior college also offer different programs, unique to their communities.

This Flint Community School Program, the total package of community education, operates in the separate community schools as the Mott Program of the Flint Board of Education.

A dedicated staff serves to correlate the facilities, programs, and resources to meet the total community's wants and needs. The various divisions of the Mott Program carry out the objectives as approved by the Mott Coordinating Committee. Made up of representatives of the community and the Flint Board of Education, this committee makes recommendations, the Board of Education requests funds from the Mott Foundation trustees, thereafter assuming responsibility for administration of the program.

III. 1.

..... COMMUNITY RECREATION

Recreation for every family member. This is the dynamic heart of the Flint community school program.

Neighborhood recreation with all its noisy enthusiasm served as the embryo for the Mott Program of the Flint Board of Education. This fast growing babe soon developed strong interests in all parts of the community's social life.

Recreation keeps the program healthy with a steady beat, constantly involving young and old citizens. Whether it is baseball for boys, tot lot, women's volleyball or men's bloopersball, the magical touch of recreation draws people together in their schools.

Do-It-Yourself Approach

It's a do-it-yourself kind of appeal for every individual. Recreation is a round-the-clock foundation that serves to keep every one physically fit, morally strong and mentally alert. The emphasis is on building and maintaining healthy bodies as well as developing attitudes of sportsmanship and teamwork.

Family bike hikes, sport clinics, roller skating for families, men's clubs, women's clubs, teen clubs, scout and other school activities, swimming activities, gymnastics, and a variety of events from judo to square dancing keep the community school gyms and other facilities humming with activity.

Used, Not Saved

Gymnasiums are not saved for posterity, but represent the widest possible use of taxpayer investment. Staff and facilities are utilized for the summer program. The baseball program, cooperatively sponsored, offers every boy "a chance to play," attracts more than 5,000 players in organized leagues. The junior high football and basketball programs also emphasize participation and sportsmanship.

Flint Olympian Games

Exciting days are the colorful Flint Olympian Games that climax the summer recreation program. More than 4,000 men, women and youngsters compete in 26 sport events during the week long physical fitness program cosponsored by the Flint Journal. Gold medal winners later match skills with athletes from Hamilton, Ontario in annual CANUSA (Canada-U. S. A.) Games of international competition and goodwill.

III. 1. a.

..... COMMUNITY RECREATION - PROGRAMS

Logical and Flexible

A community has the responsibility of providing recreational opportunities for its members. A community school, with ready staff and services, is the logical democratic center for meeting the need.

Since recreation has varied meanings for different individuals, the recreational program as developed in Flint is flexible and many sided. Physical fitness is regarded as a prime objective. So is healthy participation in a sport or hobby. The facilities of the school are "all-GO" during every season.

Family bicycle hikes prove popular as do family swims, roller skating and other sports. The community recreation program offers hundreds of classes at the schools for youth and adults. Instructional classes for youth include:

Baton Twirling

Badminton

Social Dancing

Tap Dancing

Golf

Weight Lifting

Gymnastics

Archery

Rifle Shooting

Ice Skating

Tennis

Physical Fitness

Swimming

Fencing

About 14,000 youngsters enjoy these classes in fall, winter, summer terms.

Clinics and sports coaching sessions are held during the summer to help prepare boys and girls for the Flint Olympian Games. Some areas are:

Baseball

Wrestling

Basketball

Hockey

Football

Bowling

Roller Skating

Day Camp

Other major program areas include:

1. **BASEBALL** ---- Organized under a Flint Baseball Commission, in cooperation with the Red Feather, City Recreation Commission, Board of Education, Mott Program.
2. **BASKETBALL** - Organized under a Flint Basketball Commission. Both city and school gyms are used during 15-week program. Three leagues, sixth grade and older

3. **FOOTBALL** --- Physical education teachers instruct junior boys in Saturday sessions.

4. **GYMNASTICS** - The Flint Acrolympian Club program promotes "tumble to fitness" at all age levels. Members teach elementary children, physical fitness for women. Local members have won honors in international olympic competition. Even blind children learn gymnastics.

III. 2.

..... CONTINUING EDUCATION

Opportunity For All

A verbal symbol of the extensive continuing education program that attracts Flint folk as readily as honey draws bees is the word **OPPORTUNITY**.

Here is opportunity for all members of the family, for the layman, the banker, the housewife, the engineer, the technician and all representatives of our urban society. There is opportunity for learning new vocational skills, recreational pursuits, as well as the important tasks of acquiring a high school diploma or taking graduate studies.

Thousands of persons, across the industrial-residential thread of the city and stretching to far away points, know the meaning of the Mott Program. The more than 1,000 adult education classes exemplify the do-it-yourself theme, as well as the firm belief that education is a lifelong process.

Knowing The Needs

Whether the classes be Basic Economics to increase the citizen's awareness of the capitalistic system, or Cake Decorating I, the principle is the same. Classes are determined from surveying and knowing the wants and needs of the various communities. Adults of all ages, occupations, backgrounds and interests gather in their neighborhood community school. The lights beam in the cold of winter, parking lots overflow to nearby streets as the citizens flock to these centers of learning.

They are studying physics, garage construction, automatic transmissions, fundamentals of electronics, or piano for adults--making hats, sewing dresses, grinding telescope lenses, dipping chocolates, sculpturing--discussing getting the most for your money, creative thinking, America's many faces, or the problems of operating small businesses. These and hundreds more--offered in schools throughout the city.

Keeping Pace

These class offerings change from term to term as the needs of keeping pace with the changing society are manifest in the public eye. Providing adult education opportunities for all citizens has grown with a corresponding awareness on the part of the staff to offer classes that (1) serve to improve the cultural and intellectual life of the community; (2) increase citizens' knowledge of their economy, local governments and affairs, health and home-community roles, their heritage; (3) meet the special interests, or needs of the people.

III. 2. a.

..... CONTINUING EDUCATION - PROGRAMS

Evaluation

A program to serve citizens' wants and needs requires constant evaluation. Advisory councils assist program coordinators in evaluating programs. They bring needs and resources to the attention of staff, suggest ways to improve and offer ideas for new programs.

An interesting value, springing from interest in adult education classes, is the development of clubs. The Rock Hounds are interested in lapidary. Other classes form science clubs, and groups like the Leathercrafters' Club.

Effective Instruction

The coffeepot is a trademark of the informal classes. A friendly atmosphere prevails. Many teachers believe the adult classes help them do a better job in regular school instruction. Since adults are free to leave, the instruction is likely to be effective, encouraging open discussion and participation by class members.

Major divisions in a typical term are:

Arts and Crafts	Bishop Sewing
Adult High School	Foods
Business Education	Mechanical Skills
Cooperative Community	Music
Home and Family Living	Special Interests
Parent Education	Speech and Drama
Homemaking	Trades and Industry

Enrollment in a regular term has grown from 2,016 in 80 classes in 1945 to 45,000 in 2,076 classes in 1962.

Adult High School

The Adult High School offers credit or non-credit courses to 3,000 adults who wish to complete requirements for a high school diploma, or obtain refresher classes, take additional training. Out-of-school youths and adults may graduate. Others take vocational training for advancements in work or to improve job skills.

III. 3.

..... COMMUNITY HEALTH

A Cooperative Program

A child sick in body, mind or spirit is a poor prospect for a good student or citizen. The health and safety of every person, child and adult are of prime importance to the entire community, and they are each member's responsibility.

The Flint Community School Health and Safety Program cooperatively involves individuals and their organizations. The goals are: (1) Optimum health of all children; (2) Improved health standards of the community; (3) Community alertness to its responsibility in reducing accidents, improving safety.

Dedicated interest, a democratic plan of teamwork between Mott Program and school staff and community, has lifted the health standards of Flint from a shabby low to a recognized mark of high achievement.

The support of volunteers, especially parents, medical and dental professions, county and municipal services, community agencies, civic and service clubs, PTA and school personnel supplies the kinetic energies for constantly achieving new goals and upgrading the program.

Health Guarded

A point of pride, through parent and child education, is the "health guarded" program in the Flint Community Schools. Happy youngsters who have evidence from physician and dentist that they are free from all correctable physical and dental defects, protected against communicable diseases, are given Health Guarded Certificates in special school health assemblies. An important part of the program is the volunteer participation by mothers. Each school has a cooperative health program with principal, teacher, health and safety chairmen and mothers. Teachers assist in interpreting current health and safety problems to the faculty and community. Health is a vital part of classroom instruction. Adult Education classes to broaden family understanding help young married couples and special community-wide health forums involve local medical agencies.

III. 3. a.

..... COMMUNITY HEALTH SERVICES

A Health and Safety Study Committee keeps watchful eyes on the community. To help every child enjoy good health, the Mott Children's Health Center and the Mott Dental Clinic provide exceptional services to the children of medically indigent families. They reveal, dramatically, the potential power that exists in any community for improving the health of all persons.

Mott Children's Health Center

An educational force for the Flint area, the Mott Children's Health Center is dedicated to "provide the very best medical care and sincere understanding to every child who needs it" by its director, Dr. Arthur L. Tuuri.

Professional training fellowships provide physicians through a cooperative program with the University of Michigan. The Genesee County Medical Society, public health organizations, hospitals, welfare agencies, nurses, physicians, schools and other groups all contribute to the Center's over-all effectiveness.

Children are referred from schools, physicians, public health officials and service agencies. Medical social workers verify the needs. The Center contains unusual facilities for inservice and education in the community health area for postgraduate training. It serves as a meeting place for medical groups as well as public health lectures.

Mott Dental Clinic

The Mott Dental Clinic serves to expand dental treatment to more youngsters and to encourage early dental care by parents. Boys and girls from indigent families are referred to the Clinic, usually by school nurses. A scholarship program provides graduate dentists for the clinic staff, as well as dental hygienists.

The Clinic's dental director, Dr. John J. Murray, Jr., believes it most important to educate parents about the necessity of proper dental care. Cooperative aid by the Flint District Dental Hygienists Association and the Genesee County District Dental Society help to care for more children.

Durant-Tuuri-Mott School

The special facilities at Durant-Tuuri-Mott Community School give physically handicapped children an opportunity for educational excellence as well as treatments. The facilities include orthopedic classrooms, a physical therapy room, occupational therapy room, gymnasium, therapeutic pool, classrooms for partially deaf, speech correction clinic. Part of the building is used for regular school classes and community activities.

III. 4.

..... CULTURAL ENRICHMENT

A Brighter Life

The round-the-clock circle of community school activities brightens and enriches the cultural life through a variety of programs in the fine arts.

Again, the facilities of the schools as well as the beautiful counterparts in the College and Cultural Center enhance the lives of young and old.

Opportunities for boys and girls to appreciate the fine arts and enlarge their cultural horizons are presented in year-round classes and special art, music, dramatics programs.

Fine Arts Festival

A Fine Arts Festival culminates the summer enrichment program offered through the Mott Program, Flint Board of Education. The Festival features a week-long display of painting and sculpture as well as student presentations of concerts, dramatics, music. The youthful panorama of talent in the fine arts demonstrates the enthusiasm of the several hundred boys and girls who participate.

An Honors Art Program for talented young art students is offered Saturdays at DeWaters Art Center. Exhibits and adult activities, classes for college students are presented in cooperation with the Flint Institute of Arts and the Mott Program.

Sunrise singers, vocal and instrumental instruction, music workshops, secondary school bands and orchestras are but a few of the opportunities offered youngsters. Facilities of the Dort Music Center and enrichment instruction by Mott Program music specialists encourage hundreds of youth. All Flint public secondary schools have bands and orchestras. Talented youngsters assemble Saturdays to play in the Flint Junior Symphony Orchestra. The Flint Youth Symphony and the All-City Junior High Concert Band provide further musical experiences.

Parental Support

Parental support is a strong factor in the growth of musical interest in Flint. Members of Parent Band and Orchestra Associations purchase instruments, uniforms, and encourage musical programs.

Enrichment classes in puppetry, creative dramatics and the creative theater interest youngsters in dramatics. The summer Children's Theater provides teaching and experience in the theater arts.

III. 4. a.

..... CULTURAL PROGRAMS FOR ADULTS

Variety Attracts

Adults also take an active interest in the fine arts.

Amateur and professional musicians play in the Flint Concert Band and the Flint Symphony Orchestra presenting concerts, a Children's Concert and special musical programs.

Adults enjoy drama highlights in the Flint Community Players, using the facilities with college players of Bower Theater. Others study creative dramatics, dramatics and speech, story telling, theater, TV broadcasting and similar classes.

Hundreds of men and women develop creative skills in the arts and crafts classes of the adult education program. Painting, commercial arts, jewelry, silversmithing and leathercraft classes attract persons from all walks of life.

More than 55,000 visitors a year tour the Willson Gallery and Bray Renaissance Gallery in the DeWaters Art Center. They see the permanent collection works as well as contemporary art exhibits presented by the Flint Institute of Arts.

Singers from the entire Flint community join voices in the Flint Community Chorus. The popular chorus presents a fall concert and an annual "Messiah" as well as special programs in Flint and nearby cities.

III. 5.

..... THE NEEDS OF YOUTH

Concern With Youth

Back in the tumultuous '30's a carefree youth was killed diving from a tree into the Flint River. Enroute to the hospital with the stricken boy, a second youth was killed when his car struck an ambulance.

Alarmed at this reckless waste of life, Frank J. Manley determined to crusade for a recreation program utilizing public schools. The pioneering result touched off a crescendoing program of services to Flint youth. The concern with young boys and girls, the desire to offer them every opportunity, remains as important as ever in the Flint community school program.

Specialized programs have been developed to meet specific needs--out-door camping, health care, cooperative experiments to lift youths from their environment toward higher educational goals.

Visitors to the community schools at night often express surprise at the quiet, intensive participation of teen-agers. But Community School Directors have learned that teen-agers take pride in their teen club. The youths meet once a week, conduct business meetings, plan projects for school-community benefit.

Teen Clubs

About 13,000 boys and girls are members of Flint teen clubs, including parochial and fringe district students. A teen club at Northern Community High School raised \$1,944 during three years for worthy projects, including food for needy families. The young people plan dances, play basketball, volleyball, swim, work with weights in the gymnasium or play table tennis, checkers, bumper pool and similar games.

Activities for teen-agers and younger students vary at the community schools. Directors experiment with programs such as one program emphasizing physical fitness. Others study baby-sitting and useful learning skills.

The community school director is a friend to young people and often is responsible to steering ambitious youth into worthy accomplishments. Busy youngsters are happy, and the flexible programs meet changing needs and wants.

III. 5. a.

.....PROGRAMS SERVING YOUTH

MOTT CAMP

Away from city life, Mott Camp offers young boys an adventure in living together. One of the first divisions of the early Mott Foundation Program, the wooded camp offers learning fun for 675 fourth-sixth grade boys. They spend two weeks in a variety of recreational activities--swimming, sports, camping outdoors, nature hunts, and learning skills of archery, rifle fire, survival out-of-doors, and crafts. The camp on Pero Lake, 20 miles from Flint, helps shy and aggressive boys to grow socially and offers to some the thrill of outdoor life for the first time.

STEPPING STONE CLUBS

Dedicated to teaching the art of gracious living to girls, the Stepping Stone Program seeks to add worthwhile and enriching experiences not available in the classroom or in some homes. Girls 10 and older meet after school as members of Stepping Stone Clubs. A country estate donated by Flint businessman Michael Hamady, provides opportunities for recreation, learning to set tables, clean, prepare meals and home management. They also learn about personality development and social graces. A winning club scoring highest achievement for the year spends a summer vacation at the Mackinaw Island residence of Mr. Hamady as his guests.

BIG BROTHERS OF GREATER FLINT

An affiliate of Big Brothers of America, Inc., the Flint Big Brothers recruits and coordinates volunteer services to brighten the lives of boys without fathers in their homes. The one-man, one-boy program provides the sharing of experiences between the lad and his Big Brother. The boys often have personal, social, educational, and other problems, aided with the guidance of a man. Year-round activities, many using the community school facilities, help the boys and their big brothers to enjoy fishing, hunting, canoeing, skiing and other adventures in living together. The volunteer service hours pay huge dividends to many boys.

TOT LOTS

Every summer the neighborhood schools are happy sources of pleasure for thousands of tots. Activities of the program are evaluated by advisory committees, programs are directed by college students and young teachers. The supervised instructive play helps keep young tots out of mischief, provides learning experiences as well.

IV.

..... INTRODUCTION - THE EFFECTS

"What is the effect of this Community School Concept? ...Mr. Speaker, interest and activity cannot be separated. Our activity directs our interest, and our interest makes for understanding and support."

--- Congressman Charles E. Chamberlain

The effect is warm, it is fluid, drifting unnoticed from person to person, touching with invisible fingers the separate lives and linking with understanding the destinies of our youngsters.

The effect is echoed from the mountain ranges, across the verdant fields, carried across the vast oceans to touch people in distant lands.

The effect is gigantic, webbed with the finery of human emotions, fused with the aspirations of separate groups of citizens...it reaches the very young and the very old...it changes people and it changes the community.

IV. 1.

..... THE LOCAL EFFECT

A New City

The City of Flint is a changed city from that of the tawdry, restless thirties. A friendly spirit, charged with a belief in the destiny, is everywhere evident in this vehicle city.

There are signs of progress, of citizen interest and concern about the city's resources and future. And there are more than signs. Individuals and organizations have contributed \$20 million in a unique demonstration of faith in the community, a College and Cultural Center unlike any other in the nation.

College and Cultural Center

Flint area families are using these facilities daily, as are 5,000 students of the Flint Community Junior College. Paralleling the public use of school buildings, these facilities provide unusual opportunities for educational, cultural and recreational pursuits.

The College and Cultural facilities include a Longway Planetarium, one of 10 major planetariums in the United States and an educational and entertainment showplace for a great part of Michigan; a Bower Theater, used for College drama productions, Flint Community Theater productions, classes, lectures and special community programs; a DeWaters Art Center providing classrooms for the college, Mott Program, public students and Flint Institute of Arts, and exhibits attracting 55,000 visitors a year; a popular Public Library that services 1/2 million visitors a year and offers many services such as lending books, musical recordings, films, micro-films, reference materials; a Ballenger Field House scheduled for a variety of community use throughout the year; a Durham Natatorium that is in continual use, even Sundays, for college, Mott Program and public instruction and community swimming activities. There also are the college buildings--Charles Stewart Mott Library, Curtice Building, Mott Community Center of Science and Applied Arts, the Michael A. Gorman Building, as well as the Mott Memorial Building, home of the University of Michigan's Flint College.

These beautiful facilities prove the dedicated interest and concern for education shared by Flint citizens.

IV. 2.

..... THE COOPERATION

An intangible spirit of cooperativeness flows throughout the Flint Board of Education's complex and energetic school system.

At least some credit is given to the Community School Concept in operation in the Flint Schools, with its direct involvement and creative impact upon the entire city population.

Hundreds of agencies and organizations are involved in one way or another with the Board of Education and the Community Schools.

The significance is this: experience has proved that when separate agencies and organizations work together, not only the greater community but the individual groups are improved, both in effectiveness of operation and in public support of their own cause.

A few of the cooperative programs include:

RETRAINING PROGRAM -- In cooperation with the Michigan Employment Security Commission, to retrain unskilled, semi-skilled persons, upgrade employment.

CAREER CARNIVAL -- Offering 8,000 students an opportunity to learn about business, professional services, and careers--sponsored by 40 business firms, trade and professional organizations.

ECONOMICS -- Organized through cooperative efforts of the University of Chicago's Industrial Relations Center, this city-wide project seeks to inform citizens about their economy, practical economics. Local industry provides instructors.

FLINT HEALTH AND SAFETY PROGRAM -- Many aspects involve outside agencies: the Teen-Age Traffic Court is jointly operated by the Genesee County Traffic Safety Council, Flint Police Department, Exchange Club. Others include Teen-Age Safety Council, Fire Marshal Program, Bicycle Safety Program, National Safety Council Honor Program.

IV. 2. a.

..... REGIONAL COUNSELING PROGRAM

A cooperative program directly aimed at preventing juvenile delinquency through a "team effort" of school and police personnel. Sponsored by the

City of Flint and the Mott Program of the Flint Board of Education, detectives are assigned to junior high schools where they become working partners with the principal, community school director, dean of students, school nurse and visiting teacher. The police counselors act as advisors, friends of the students.

Other cooperative programs include: Economics in Our Community, Flint Olympian Games, CANUSA Games, Cooperative Training and Placement Service. Many adult education offerings are co-sponsored by local organizations, businesses and industry, and get a helping hand from service clubs and similar groups.

IV. 3.

..... THE LEARNING

An impact difficult to measure but indicated in many ways by the subtle growth of learning experiences. This is the influence of the community school program upon the regular classroom instruction.

The clear evidences are the many developed curriculum projects at various grade levels. These have been provided by "risk" funds turned over upon requests by the Mott Foundation to the Flint Board of Education. This "pump-priming" returns great investments of human worth and values.

Curriculum projects might include: Junior High Low Achiever Program of extended remedial reading and writing to the secondary level; Talented Child Program for selected students in various subjects; Effective Living Program; Cadet Teacher Program. Other pilot projects being financed in part or whole from Mott Foundation funds are: a Personalized Curriculum Program to salvage potential dropout --borderline students; Teacher-Aides to assist junior high teachers in the house plan organization; student achievement programs to enrich experiences of elementary children for greater classroom achievement; a Voluntary Work-Education Program to help Youth become employable, useful citizens.

Exchange of ideas

Other benefits indicated by staff studies are: a great exchange of ideas and experiences between persons with daytime studies and those involved with the after-school program; the learning improvements from Reading is Fun, Arithmetic is Fun, youth enrichment and similar classes; the incentives upon seeing mother and dad attend adult education classes, the interest in school by satisfactory participation in recreation and other after-school activities, and a sharing of knowledge by teachers, resource persons and Mott Program staff members.

Parents and citizens provide classroom aids, science and other equipment to the schools. Book fairs, visitations to schools by educators and international guests, varied neighborhood resources all contribute to total learning experiences.

IV. 4.

..... THE SUPPORT

A beneficial result of community involvement in the public schools is public support of the school system--of education.

Parents and adults who become active in their schools take a keen interest in their own and their children's education. They thereby provide an invaluable support that strengthens and improves the educational program.

This interest spreads to community organizations, resulting in cooperative educational programs such as Career Carnival, the Flint Science Fair, the Driver Education Program, the Flint Olympian Games, Teen-age Traffic Court. At least one organization, business, agency or club is involved in nearly every community school activity that reaches outward.

Success At Polls

A chief gain for education is taxpayer support of the schools. The Flint Board of Education has marked a record of success at the polls for extra and operating millage to upgrade education. Even during economic recessions, such as in 1957 when voters approved a levy to build more community schools by a 4 to 1 margin, the people express confidence in their schools and their programs.

Because of this support, Flint school officials are confident that the taxpayers would, if necessary, bear the cost of the extra community school programs.

IV. 5.

..... IMPACT

To make Flint a better place to live--by this experiment that flows in everchanging human patterns, to "kindle the fire" of community education

throughout the nation and the world.

This is the twofold objective of the Mott Program of the Flint Board of Education. Charles Stewart Mott, whose public spirited philanthropy sparked a \$20 million College and Cultural Center, determined that the story of Flint's use of school buildings be told dramatically--the only way possible to have folks understand it--by bringing them to Flint for firsthand observation.

They Come To See

Continuous efforts are made for person-to-person visitations, revealing in staff arranged tours and visits to community schools, the 'round-the-clock, 'round-the-year program. More than 5,000 visitors a year--representing cities, school systems, state, national and international educational organizations get a firsthand look at the Flint Community Schools. These "laboratories" also involve college and university education students, faculties and teachers, ministries of education and state educational bodies in Community School state and national clinics.

Cooperative seminars representing the major universities in Michigan center around the Flint program as a laboratory of community education. The Michigan Department of Public Instruction helps to encourage school districts and to disseminate information toward the development of community school programs in other communities and school systems. The two universities, Michigan State and Michigan, provide further educational leadership for supporting community educational objectives in the state.

Develop Own Programs

Visitors from cities throughout the United States return home to evaluate, plan and develop programs to serve their citizens. A Flint Community School Director pioneered an experimental program in Miami's Dade County to help solve problems with relocated Cuban refugees, juvenile delinquency and other social areas.

The fundamental concept, long a talking subject, is rooting with powerful signs for a flowering of human values still only imagined.

IV. 6.

..... A CHALLENGING CONCEPT

"Traditional education has changed during the last 30 or so years under the impact of a movement called progressive education. The new

challenger is the community-school philosophy.

"Flint is a laboratory and model for it.

"How the philosophy works in Flint is explained and demonstrated by school officials here to more than 5,000 visitors a year. The visitors--parents, educators, businessmen, social workers, governmental officials--have come to Flint from cities throughout the country and many foreign nations. Many have been sent here by the Michigan Department of Public Instruction and the U. S. Department of Health, Education and Welfare. Classes of students from the University of Michigan, Michigan State University and other colleges have been here to see in operation educational ideas they have been studying."

----An ASSOCIATED PRESS Release by Robert G. Fialka,
Flint Journal Reporter

IV. 7.

..... INTEREST GROWS

What happens when educators and civic leaders return home after seeing the Flint Program in action? A few instances typify the letters received from enthusiastic citizens who "got the message."

- (1) "We have many individual aspects of your program in operation here in our community, but the over all point of view and carefully thought total approach that you have is something that we need to learn and adapt to our community and our own situation. It has occurred to me that the question is not what it costs to have a community program, but rather what it costs not to have a community program."

From Lester B. Ball, Superintendent, Millburn Township
Public Schools; Millburn, New Jersey

- (2) "As you know, in Detroit we have already embarked upon many aspects of the Community School which have great similarity to what you are doing in Flint. I might add, parenthetically, that many ideas we are using were those which we observed a year ago at your Workshop."

From Carl L. Marburger, Director, Great Cities Program
For School Improvement; Detroit, Michigan

- (3) "The 250 students and our staff assistants are unanimous in their praise of the 'Flint Expedition' of March 3. Nothing could have served as a finer culmination of our 10 weeks together. The way in which you organized parents, staff, and administration, and the way in which you portrayed the total nursery-to-maturity

educational program of the Flint community brought a completely new awareness to most of our students. I am convinced that the efforts we have expended here in class have been made much more productive; that the efforts you and your colleagues contribute will bear much fruit; and that 250 students are likely to be much better teachers as a result of what you did."

From Russell J. Kleis, Associate Professor, Michigan State University

- (4) "As I told you while in Flint, I have never seen such an esprit de corps within any organization as you have within yours. This is a living tribute to the man who heads the organization, and after seeing you in action, I know why."

From A. B. Padgett, Metropolitan Foundation of Atlanta; Atlanta, Georgia

- (5) "We would like to express appreciation from the University of Minnesota, Duluth, and area teams for the courtesy and helpfulness shown by the entire Flint community at your Annual Community School Workshop. All of us returned home very much impressed with what can be done when people really set their minds to it.

"We are having a series of meetings of our group in preparation for presentations to be made at the University of Minnesota, Duluth, St. Louis County Schools, Hermantown School District, Arnold School District, and other interested communities. We will have, in addition to the written material supplied by you and our notes, approximately 50 color slides taken both indoors and outdoors by members of our committee.

"Additional community activities are already taking place as a result of this meeting. We are hopeful that we will be able to give additional course work on the community school in our institution in the near future."

From Division of Education, University of Minnesota; Duluth, Minnesota

IV. 8.

..... SIGNIFICANCE TO EDUCATION

"The community school must stimulate and coordinate the efforts of all people and groups in the community to make it the best possible place in which to live since the community affects the child in every aspect of his life.

"The underlying justification for the school's dynamic participation in the community life is to make every phase in the child's environment a positive educational experience."¹

"So important and necessary is this relationship between the community and the school that we support what has come to be known as the community school concept. The school, under this concept, is built through the active participation of the citizens. It is built not just for the young, but to be the center of the community for the use of all. Through the development of the community school, education is seen as a continuing factor in the lives of the people as long as they live. This we feel certain will replace the obsolete notion that when one graduates from or leaves the school, his education comes to an end."²

IV. 9.

..... THE WORD GOES OUT

- (1) "I have taught the mothers how to make cottage cheese and now I am working on a Stepping Stone program for young girls and a Boys Club. The six months I spent studying the Mott program have been invaluable to me in my work here."

From Mrs. Tsuru Natori (nee Nakatani), K.E.E.P., Japan

- (2) "It seems to me that your programme in Flint is tapping every possible asset in the community and utilizing it to enrich the living experiences of all the people of the community regardless of the discipline under which they may be classified. Three things are needed in any educational programme: Intelligence, Integrity and Courage. I was just plain thrilled at the evidence of all three in planning and carrying out the Flint programme."

From Daniel Mewhort, Public Safety Inspector;
Toronto, Ontario

¹ Manley, Frank J.; Reed, Bernard W.; Burns, Robert K.; The Community School in Action, University of Chicago, Industrial Relations Center, 1961; page 131.

² The Department of Public Instruction, Lansing Michigan; A Statement of Basic Philosophy Regarding Public Education in Michigan, Department of Public Instruction, 1960; page 3.

- (3) "The National Clinic brought to Flint educators from all over the country not just to listen to lectures but to live and feel the philosophy which is found in the Flint Community School system.

"Your Clinic told the visitors that the important word in the title of your educational pattern is 'Community' and that by utilizing their own brand of leadership, both professional and volunteer, and seeking out the needed local financial support, they could do in their own way much of what they saw in Flint."

From Shane MacCarthy, Executive Director, President's Council on Youth Fitness

- (4) "Our foreign visitors gained a good understanding as to how a philanthropic group such as the Mott Program can work through the schools. They were also impressed with how proud the people were of their city and of their schools. They were impressed with the way in which 'wise citizens' have opportunity to help public development and betterment."

From Theodore D. Rice, Professor of Education, Wayne State University

- (5) "I was most impressed by the enthusiasm of the teachers and the parents for the schools and the community, and mostly for the part the schools play in bringing up their children. That's exactly what we'd like to accomplish in New York.

"We're trying to get parents to change their attitudes toward education. In Flint I learned a lot to help us do just that."

From Daniel W. Schreiber, Director, Higher Horizons Project; New York City

IV. 10.

..... THE IDEA SPREADS

From communities throughout Michigan and those sprinkled across the vast reaches of the United States--from Miami, Florida northward to Winnipeg, Manitoba, Canada--they visit Flint and launch their own community school program.

Typical articles in newspapers tell these stories:

"Some 30 Oconee citizens met for a five hour special clinic Tuesday with county and state education officials, laying the groundwork for the inauguration soon of South Carolina's first Community School Program..."

--Keowee Courier, Oconee County, South Carolina

"Operation of a 'community' school plan to encourage wider use of school facilities in out-of-school hours will be instituted by the Seven Oaks School Division in September."

--The Winnipeg Tribune, Winnipeg, Manitoba

"The Alpena delegation was pleased at one of the programs to hear Alpena referred to as a city where the public schools are already offering some community services similar to the Flint Program. The Board agreed that more should be done."

"As a first step the Board will accept the invitation of the Mott Foundation to bring a large group of representative citizens to Flint where the Foundation, in cooperation with the Flint public schools, will conduct a workshop similar to the one the local group attended."

--Alpena News, Alpena, Michigan

"MIAMI - Dade County school officials are pleased with what has been accomplished in a community school experiment here. ...School officials hope the program will spread to at least four and as many as eight other schools next year...."

"W. W. Matthews, associate superintendent, sees the community school philosophy as a major development in the growth of Metropolitan Miami."

"He feels that if it is implemented 'it will not result in an enormous saving to the community.' Matthews believes the pilot program has accomplished much of what was expected. He noted that the area around Ada Merritt Junior High School (where the pilot project was centered) has developed into a cooperative neighborhood of Cubans and Americans living side by side."

"When Louis J. Tasse, former Flint community school director, came to Miami, he felt the program had to be developed slowly and that one center should be functioning well at first. Tasse, who is in charge of the pilot program, said his experience here has 'reinforced everything I believe about the community school concept.' "

--The Flint Journal, Flint, Michigan

..... CONCLUSION

A Hope For America's Future

American education, by its nature, and that of our people is inflicted with clashing and changing values. To help democracy survive, it needs such vibrant energies.

But basic to the grassroots principles of American education is the interest of, by and for--the public. The community school concept is as traditional to the lifeblood of America as apple pie to the genial, ingenuous Yankee spirit.

The Flint Board of Education has discovered the community school concept and given it life and meaning in today's society.

Community education, says Frank Manley, is good because it makes sense. Stripped of the pretentious phrases of the pedagogue, the wisest uses of facilities, staff and resources must serve the continuing business of education for all citizens to a definite advantage.

It is this that musters the public involvement and resulting support of education. Such public support as is evidenced by the Flint Community School Program harnesses the energies, the ideas and the abilities of citizens to highest ideals and purposes. This multiplies in complex order the advantages to total education.

The public school doors swing wide for all persons. They open, invitingly, to hope for more effective education in all communities.

They hold the promise, ultimately, for a continuing creativity that must, in turn, open new vistas of challenge, opportunity and greatness for our democratic way of life.

உதாரணம்: ௧) கருவிகளின் உதாரணம்

Direct inquires to:

Direct inquires to:

**Conferences and Visitations
Mott Program of the Flint Board
of Education
923 East Kearsley Street
Flint, Michigan - 48503**

Flint, Michigan - 48503

DIVISIONS OF THE MOTT PROGRAM

OF THE

FLINT BOARD OF EDUCATION

ADULT EDUCATION - EXTENDED SCHOOL SERVICES

COMMUNITY RECREATION

COMMUNITY SCHOOL PROGRAM

ECONOMICS AND LEADERSHIP TRAINING

EXPERIMENTAL PROGRAMS IN CURRICULUM ENRICHMENT

GRADUATE STUDY AND INSERVICE TRAINING PROGRAMS

MOTT CAMP

THE BIG BROTHERS OF GREATER FLINT

THE C. S. MOTT CHILDREN'S DENTAL CLINIC

THE C. S. MOTT CHILDREN'S HEALTH CENTER

THE STEPPING STONE PROGRAM

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